

Dear Legislators, I have been teaching in Danbury since 1979. Having experienced countless educational reforms since that time, these initiatives that are being placed upon us and our students are by far the most detrimental to the learning process. They do not make us better teachers, only highly stressed, data gathering drones. Our students are confused as to why they have so many data gathering assessments. Teacher evaluations, alignment of curriculum, and testing are a part of education, but not to the point where they are the emphasis of justifying created positions and appropriated funding. Respectfully, James E. Manweiler